

REGULATIONS

for the analysis of academic performance, ongoing, midterm, and final assessments of JAIU students

1. General Provisions

1.1. These Regulations define the procedure, frequency, indicators, and responsibilities for analyzing student academic performance, as well as the results of ongoing, midterm, and final assessments, and the final state certification (including OSCE, state exams, and thesis defense) at JAIU.

1.2. These Regulations have been developed in accordance with:

1. The Law of the Kyrgyz Republic “On Education”;
2. state educational standards;
3. The Charter of JAIU;
4. Regulations on the Student Assessment System at JAIU;
5. Regulations on Formative, Midterm, and Final Assessments;
6. Regulations on the Quality Management System and Internal Quality Assurance in Education at JAIU.

1.3. The requirements of these Regulations are binding on deans’ offices, departments, heads of educational programs (EPs), the Academic and Information Department, and the Internal Monitoring and Quality Department.

2. Goals and Objectives of the Analysis

2.1. The objective of the analysis is to ensure a systematic evaluation of learning outcomes and the functioning of the assessment system for the timely identification of problems and the adoption of management decisions.

2.2. Objectives of the analysis:

- 2.2.1. To assess the level of student performance and academic achievement by discipline, course, and educational program.
 - 2.2.2. Identification of disciplines, courses, and at-risk groups (high proportion of academic deficiencies, low results on midterm and final exams).
 - 2.2.3. Assessing the effectiveness of the assessment methods used (tests, OSCE, practical exams, state exams, etc.).
 - 2.2.4. Linking assessment results to the quality of teaching, teaching methods, and the organization of the educational process.
 - 2.2.5. Preparation of proposals for adjusting curricula, teaching methods, FOS, and the organization of assessment.
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3. Objects and indicators of analysis

3.1. Objects of analysis

- 3.1.1. **Ongoing assessment** – results of ratings, module tests, quizzes, practical/laboratory work, and independent study assignments.
- 3.1.2. **Milestone assessments** – midterm exams, module/block assessments.
- 3.1.3. **Final assessment for the course** – final exam/assessment.
- 3.1.4. **Semester performance** – results for all subjects in the semester.
- 3.1.5. **Annual and final academic performance** – for the course and the educational program as a whole.
- 3.1.6. **Final assessment** – OSCE, state exams, defense of the final project/thesis.

3.2. Key indicators

By discipline/module:

1. percentage of students who successfully completed the subject (without academic debt), %;
2. percentage of “excellent” / “good” / “satisfactory” / “unsatisfactory” grades, %;
3. average grade for the course (on a 100-point / letter grading scale);
4. number and percentage of students with academic deficiencies in the course;
5. percentage of students not admitted to the final assessment (due to ongoing/midterm assessments).

By course / group / educational program:

1. overall success rate (percentage of students who completed the semester without academic deficiencies);
2. the percentage of students with 1, 2, or more academic deficiencies;
3. number of students dismissed for academic failure (per semester, year);
4. trends in the average GPA (by semester, course, and program).

By final assessment:

1. distribution of grades on OSCE, state exams, and thesis defense;
2. the percentage of students who did not pass the OSCE/state exam/thesis defense on their first attempt;
3. average score on key components of final assessment.

4. Data Sources

4.1. The official data sources for the analysis are:

1. current, midterm, and final assessment records (paper and/or in eBilim);
2. electronic grade books in the eBilim LMS;
3. summary reports from the deans’ offices and the Academic Information Department;
4. minutes of examination committees, State Final Examination (SFE), and OSCE;
5. orders regarding academic leave, reinstatement, transfer, and dismissal.

4.2. Parties responsible for data accuracy: instructors (for initial data entry), department chairs (for verifying grade sheets), deans’ offices (for summary reports), and the Academic Information Department (for the accuracy of data exports).

5. Frequency and Levels of Analysis

5.1. Operational analysis (departmental level)

1. after the completion of current and midterm assessments in key disciplines;
2. based on the results of the exam session (semester).

5.2. Faculty level

1. analysis of semester academic performance by course and educational program – **twice a year** (following each session);
2. analysis of final graduation assessments – **once a year**.

5.3. University level (Academic Affairs Office, Quality Assurance Office):





1. comprehensive analysis of academic performance and academic failure by educational program – **annually**;
 2. analysis of OSCE and state exam results – **annually**;
 3. comparative analysis by year and educational program – **at least once a year** (for the Academic Council, Quality Council).
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6. Methodology for analyzing results





6.1. Quantitative criteria (“traffic light” system)

Benchmarks are established for interpreting academic performance indicators and the proportion of failing grades:





By discipline/module:

1. proportion of “unsatisfactory” grades $\leq 10\%$ –  **normal**;
2. 10–20% –  **area of concern**, analysis of causes required;
3. 20% –  /  **risk zone/problem subject**, action required.

By group / course / educational program:

1. percentage of students with ≥ 1 academic failure $\leq 10\%$ –  ;
2. 10–20% –  ;
3. 20% –  /  .

Based on final assessment (OSCE, state exam):

1. Percentage of graduates who did not pass on the first attempt $\leq 5\%$ –  ;
2. 5–10% –  ;
3. 10% –  /  .

(Specific thresholds may be approved by a decision of the Academic Council / Quality Council and, if necessary, may vary by educational program.)

6.2. Stages of Analysis

Stage 1. Summary of indicators

1. Department: summary by discipline (table: group, discipline, average grade, % “unsatisfactory,” number of students with failing grades);
2. Dean’s Office: summary by courses and educational programs (academic performance, outstanding coursework, withdrawals);
3. Academic Affairs Office: summary by faculty and educational program.

Stage 2. Identification of subjects and risk areas

1. courses and modules with a percentage of “unsatisfactory” grades > the threshold;
2. groups/courses with a high level of outstanding work;
3. Study programs with negative trends in GPA and rising academic failure rates.

Stage 3. Comparative analysis

1. trends in indicators by year (semester);
2. comparison of Russian-language and English-language tracks;
3. comparison between programs within the same field of study.

Stage 4. Causal Analysis

The department, the dean’s office, and the program director jointly assess possible causes:

1. methodological: complex/outdated material, unadapted FOS, inappropriate assessment methods;
2. organizational: semester overload, poor scheduling, overlapping assessment activities;
3. resource-related: lack of teaching aids, insufficient time for practical skills;
4. staff-related: high workload for faculty, new instructors without proper orientation;
5. Student-related factors: poor prior knowledge, attendance.

Stage 5. Formulation of conclusions and recommendations

1. Conclusions are formulated for each problematic discipline/course/educational program;
 2. Measures are identified: methodological, organizational, personnel, and resource-related.
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7. Utilizing analysis results and making decisions

7.1. At the department level:

1. Adjustment of the Academic Regulations and Formative Assessment Standards (changing the balance of ongoing, midterm, and final assessments; revising evaluation criteria);
2. revising class formats (more practical work, case studies, clinical analyses, simulations);
3. organizing additional consultations and/or electives for at-risk students;
4. mentoring and peer observation of faculty classes.

7.2. At the faculty level:

1. adjustment of the curriculum (distribution of courses across semesters, removal of workload “peaks”);
2. redistribution of workload among faculty members/departments;
3. targeted solutions for problematic courses (changing assessment methods, introducing preparatory courses);
4. monitoring the implementation of measures by departments and educational programs.

7.3. At the university level:

1. taking results into account when planning faculty professional development (teaching methods, assessment, OSCE, e-learning);
2. decisions regarding IT infrastructure and digital resources (in the event of systemic issues in practical/clinical disciplines);
3. incorporating data into the faculty and department KPI system (if provided for by the Regulations);
4. Inclusion of key findings in the educational program's self-report and the institutional self-report for NAAR, AOPO, and others.

7.4. The results of the analysis are subject to discussion:

1. at department meetings (at least twice a year);
2. at faculty methodological council meetings;
3. at the Quality Council and/or the Academic Council (consolidated by educational program and university).

8. Documentation and Reporting

8.1. Following each examination session, departments prepare a **brief analytical report on academic performance results**, including:

1. a summary table by discipline;
2. a list of disciplines/at-risk groups;
3. a brief analysis of the causes;
4. proposals for corrective measures.

8.2. The deans' offices prepare a **Consolidated Faculty Report on Academic Performance**, which includes:

1. performance indicators by course, educational program, and cohort;
2. trends compared to the previous year;
3. a list of at-risk educational programs and courses;
4. proposals to the Academic Affairs Department and the Quality Council.

8.3. The Academic Affairs Department and the Internal Monitoring and Quality Department prepare **the Annual Report on Academic Performance and Final Assessment of JAIU Students**, which is submitted to the Rector, Vice Rectors, the Quality Council, and the Academic Council.

8.4. The forms of analytical reports may be established by separate appendices to these Regulations.

9. Final Provisions

9.1. These Regulations shall enter into force upon approval by order of the Rector of JAIU.

9.2. Amendments and additions to these Regulations shall be made at the initiative of the Rector, Vice Rectors, the Academic Affairs Department, the Internal Monitoring and Quality Department, and the deans' offices, and shall be approved by order of the Rector.

9.3. Matters not covered by these Regulations shall be resolved in accordance with the current legislation of the Kyrgyz Republic and the internal regulations of JAIU.

Brief template of the appendix: form of the department's analytical report

Appendix (example)

"Brief analytical report of the department on academic performance results for the ___ semester of the 20__/20__ academic year"

1. General characteristics of the student body (groups, courses, language of instruction).
2. Table by discipline: average grade, % "unsatisfactory," number of students with failing grades.
3. List of disciplines and at-risk groups.
4. Analysis of causes (based on 3–5 main points).
5. List of proposed measures (by category: methodological, organizational, resource-related).
6. Timelines and individuals responsible for implementing the measures.

We will create three ready-made table templates that can be immediately inserted into the Regulations and transferred to Word/Excel.

Appendix 1

Form for analyzing academic performance by discipline (departmental level)

Used by the department after the exam period / midterm assessment.

Table 1. Analysis of results by subject

No.	Program / Major	Course	Group	Subject	Instructor	Total students (N)	Passed (N)	Failed (N)	% "unsatisfactory"	Average score (100-point / letter grade)	Zone (<i>traffic light</i>)	Brief comment (possible causes)
1	Medical Services	1	101	Anatomy	Ivanov I.I.							
2							

Instructions for filling out the form:

1. % "Unsatisfactory" = (Failed / Total) × 100.
2. **Zone:**
 1. ● – % "unsatisfactory" ≤ 10
 2. ● – 10–20
 3. ● / ● → 20 (risk zone / problem).

Appendix 2

Summary Analysis Form by Course and Educational Program (Faculty Level)

Used by the Dean's Office twice a year (based on exam results).

Table 2. Summary indicators by courses / educational programs

No.	Educational Program / Field	Course	Language of instruction (RU/E N, etc.)	Total students	No outstanding credits (N)	With 1 outstanding grade (N)	With ≥ 2 outstanding grades (N)	% of students with ≥ 1 failing grade	Dropped for academic failure (N)	Average GPA / average score	Zone (<i>traffic light</i>)	Comment (at-risk groups/courses, key reasons)
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No.	Educational Program / Field	Course	Language of instruction (RU/EN, etc.)	Total students	No outstanding credits (N)	With 1 outstanding grade (N)	With ≥ 2 outstanding grades (N)	% of students with ≥ 1 failing grade	Dropped for academic failure (N)	Average GPA / average score	Zone (traffic light)	Comment (at-risk groups/courses, key reasons)
1	Nursing	1	RU									
2	Clinical Practice	1	EN									
...									

Interpretation guidelines:

1. % of students with ≥ 1 failing grade = $(C1 + C\geq 2) / \text{Total} \times 100$.
2. **Program/course-specific range:**
 1. ● – proportion of students with ≥ 1 failing grade $\leq 10\%$
 2. ● – 10–20%
 3. ● / ● → 20% (at-risk courses/programs, mandatory measures).

Appendix 3

Final Assessment Analysis Form (OSCE, state exams, thesis)

Used by the Dean's Office and the Academic Affairs Department once a year.

Table 3. Analysis of final assessment by educational program

No.	Education al Program / Field of Study	Graduation Year	Component of final assessment (OSCE, state exam, thesis)	Admitted (N)	Passed on the first attempt (N)	Retake (N)	Failed (N)	% failed on the first attempt	Average score / level	Zone (traffic light)	Main identified competency gaps / comments
1	Clinical Practice	202_	OSCE								
2	Clinical Medicine	202_	State Exam								
3	Clinical Medicine	202_	Thesis (defense)								

Interpretation guidelines:

1. % who did not pass on the first attempt = $(\text{Total attempts} - \text{Passed on the first attempt}) / \text{Total attempts} \times 100$.
2. **Range:**
 1. ● – $\leq 5\%$
 2. ● – 5–10%

3. ● / ● -> 10% (indication to review preparation for final assessment).

Procedure for completing and submitting academic performance analysis forms

1. General logic of the process

1. Instructor → records grades in grade sheets/eBilim.
 2. Department → generates **Table 1 (Appendix 1)** by discipline.
 3. Dean's Office → generates **Table 2 (Appendix 2)** by courses and educational programs.
 4. Dean's Office + Academic Affairs Office/examination committees → generate **Table 3 (Appendix 3)** based on final assessments.
 5. Reports are sent to the Academic Affairs Office and the Quality Assurance Office → a consolidated university-wide analysis is prepared.
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2. Roles and deadlines for Appendix 1 (departmental analysis of disciplines)

Form: Table 1 “Analysis of Results by Course.”

Responsible parties: department chair, department representative (secretary/quality coordinator).

Deadlines:

1. Instructors enter all grades into eBilim / grade sheets
– **within 3 business days** after the exam/test for the course.
2. The department compiles Table 1 for all courses for the semester
– **within 10 calendar days** after the end of the exam session.
3. The department's brief analytical report (Table 1 + 1–2 pages of analysis and measures)
– is sent to the Dean's Office and the Quality Department **within 15 calendar days** after the end of the session.

Who does what:

1. **Instructor** – correct entry of grades, verification of grade sheets.
 2. **Department Chair** – checks for completeness/quality, signs the report.
 3. **Department Quality Officer** – technical completion of Table 1.
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3. Roles and deadlines for Appendix 2 (faculty summary analysis)

Form: Table 2 “Summary Indicators by Course / Educational Program.”

Responsible parties: Dean, Associate Dean for Academic Affairs / Educational Program Coordinator.

Deadlines:

1. The Dean's Office receives Table 1 from all departments of the faculty
– **by the 15th day** after the end of the exam period.
2. Based on the data from the departments, the Dean's Office compiles Table 2 for each course/educational program
– **by the 25th day** after the end of the exam period.

3. Faculty analytical report (Table 2 + brief analysis by educational program and recommendations) – is sent to the Academic Affairs Office and the Quality Assurance Office **by the 30th day** after the end of the exam period.

Who does what:

1. **Associate Dean / Program Coordinator** – compiles Table 2, prepares comments.
 2. **Dean** – approves the faculty report, brings issues to the faculty’s methodological council.
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4. Roles and deadlines for Appendix 3 (final assessment: OSCE, state exam, thesis)

Form: Table 3 “Analysis of Final Assessment for the Educational Program.”

Responsible parties: the Dean’s Office in conjunction with the Academic Affairs Department and the secretaries of the State Examination Commission / OSCE.

Deadlines:

1. Minutes of OSCE, state exams, and thesis defenses are submitted to the Dean’s Office and the Academic Affairs Department
– **within 3 business days** after the completion of the relevant stage of the final assessment.
2. The Dean’s Office compiles Table 3 for the educational program of the graduating class
– **within 15 calendar days** after the completion of the entire final assessment.
3. The summary report on the faculty’s final assessment
– is sent to the Academic Affairs Office and the Quality Assurance Department **within 20 calendar days** after the completion of the final assessment.

Roles and Responsibilities:

1. **OSCE Secretary** – ensures the accuracy of the minutes.
 2. **Dean’s Office** – compiles graduation data into Table 3.
 3. **Academic Affairs Office** – prepares the university-wide report on final examinations.
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5. Responsibilities of the Academic Affairs Department and the Quality Department

Academic Affairs Department:

1. collects **Tables 2 and 3** from all faculties;
2. prepares **an annual summary report on academic performance and final examinations**;
3. presents the results to the Academic Council / Quality Council.

Internal Monitoring and Quality Department:

1. monitors compliance with deadlines;
2. analyzes trends (dynamics, comparison of educational programs, student cohorts);
3. prepares an analytical report with recommendations (for the rector, vice rectors, and the Quality Council);
4. ensures that specific measures (CAPA plans) are taken for “red” and “orange” zones.

6. Mini-responsibility matrix (for inclusion in the Regulations)

Level	Form / Attachment	Primary Responsible Party	Deadline after the end of the session / IGA
Department	Appendix 1	Department Chair	within 15 days (analysis + table)
Faculty	Appendix 2	Dean / Associate Dean	up to 30 days
Final A.	Appendix 3	Dean's Office + Academic Affairs Office	up to 20 days after completion of the final exam
University	Summary Report	Academic Affairs Office + Quality Assurance Office	up to 45–60 days (annual report)

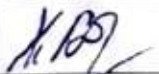
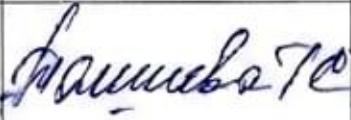







CHANGE LOG

Change No.	Basis for Amendment	Pages	Summary of the amendment	Revision	Signature	Date
1						
2						
3						

Edition: 1000

Effective date: “ ” 20

APPROVAL SHEET

No	Position / Role	Full Name	Signature	Date
1	Developed by	Kanetova D.E.		29.12.25
2	Approved: head of the responsible department			29.12.25
3	Approved: Head of the Educational and Informational Department	Kanetova D.E.		29.12.25
4	Approved: leading specialist for quality	Kalmuratova A.		29.12.25
4	Approved: head of the legal affairs and human resources department / lawyer	Sydykova B.J.		29.12.25
5	Approved: vice-rector for academic affairs	Sadyrova N.A.		29.12.25
6	Approved: vice-rector for science, SR and GE	Asilova Z.A.		29.12.25
7	Endorsed / considered in the established manner	JASU Scientific Council		29.12.25.

